VOL. 18 JANUARY 15, 1932 NO. 9

Washington Bicentennial Number

Portrait of George Washington by Gilbert Stuart

This so-called Landsdowne-type portrait was painted in Philadelphia in April 1796. It hangs in the Pennsylvania Academy of Fine Arts.

The University of the State of New York Bulletin to the Schools

CHARLES F. PROBES, *Editor*

VOL. 18 JANUARY 15, 1932 NO. 9

Issued semimonthly during the school year by the State Education Department

This bulletin is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for 50 cents a year, 5 cents for single copies.

Entered as second-class matter September 30, 1914, at the post office at Albany, N. Y., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized July 19, 1918.

The Washington Bicentennial

For the past several years the people of New York State and especially the schools of the State have been giving fitting attention to the celebrations of the anniversaries of certain important formative events in the early history of our country. This series of historical anniversaries will reach a proper climax in the year 1932 in a nation-wide celebration of the 200th anniversary of the birth of George Washington. By playing their proper part in this celebration the schools have an unusual opportunity to teach many lessons of character, patriotism and unselfish devotion to duty which are so well exemplified in the life of the Father of our Country.

For the purpose of guiding the schools in the observance of this celebration this issue of the Bulletin has been prepared. It represents one phase of the cooperation which the State Education Department is giving to the New York State Commission on the George Washington Bicentennial. To Dr Harlan H. Horner, Assistant Commissioner for Higher and Professional Education, was delegated the responsibility of coordinating the Department's activities along this line. The preparation of the material in this Bulletin was in charge of Edward P. Smith, Assistant in the Examinations and Inspections Division of the Department. Grateful acknowledgment is made to him, to Doctor Horner, who gave helpful advice and assistance; to Dr Alexander C. Flick, who wrote the article on Washington's Relations to New York State; to the staff of the Library Extension Division for the preparation of the bibliography, and to the Visual Instruction Division for the use of some of the pictures in its notable Washington collection.

Observe February 22d

The 200th anniversary of the birth of George Washington this year offers to schools of the State an unusual opportunity not only to pay honor to the Father of our Country but also to draw many helpful lessons from the personality, the character and the achievements of George Washington. Although the law permits the closing of the schools on Washington's Birthday, I urge that this year the schools remain in session on February 22d and that at least part of the school period be devoted to special exercises in commemoration of this important anniversary. In no better way can we properly show our gratitude to the man who won our independence and founded our Nation.

FRANK PIERREPONT GRAVES
Commissioner of Education

The Schools and the Bicentennial Celebration

EDWARD P. SMITH, ASSISTANT, EXAMINATIONS AND INSPECTIONS DIVISION

The general plan for the celebration in the schools of the 200th anniversary of the birth of George Washington involves two parts. They are:

1 A program of reading, study and discussion about the struggle to establish our Nation and the services of George Washington in the founding of the republic

2 The preparation and presentation of special anniversary programs on four important national holidays

Washington's Birthday, February 22d
Inauguration Day, April 30th
Flag Day, June 14th
Constitution Day, September 17th

The first of these activities, namely, the program of reading, study and discussion, should be begun immediately in all schools. It should not be narrowly confined to a study of the biography of Washington but may well be broadened to include the whole movement to make the United States of America an independent nation, the struggle for a union, the creation and adoption of a unique national constitution, and the important

results which have flowed from these vital movements in our early history. Clearly, the most lasting and beneficial result which can come from this whole celebration will be the development of a proper appreciation of our political and social heritage in order that the children now in the schools may become worthy citizens and pass on the torch of patriotism to those who shall come after them. There is a wealth of material for this part of the program. All public and school libraries contain books, pamphlets and pictures which will be helpful. This is preeminently the time to add to the library resources in this respect and every school may well take advantage of the popular interest at this time to secure from school funds or private donations some additions to the material already available.

The George Washington Bicentennial Commission, Washington, D. C., has prepared an appreciation course for teachers, accompanied by 16 pamphlets in the "Honor to Washington" series which treat of various phases of Washington's career. In addition it has issued 12 bulletins subdivided into 48 subtopics which are especially intended to aid in preparation of anniversary programs. So far as they are available schools will be supplied with this material by the commission. In addition to this pamphlet material the commission is constantly issuing broadsides which supply information which will enable the teachers to keep in touch with all phases of the national celebration.

The New York State Commission on the George Washington Bicentennial, Albany, N. Y., has already issued three reports which are available to schools on application.

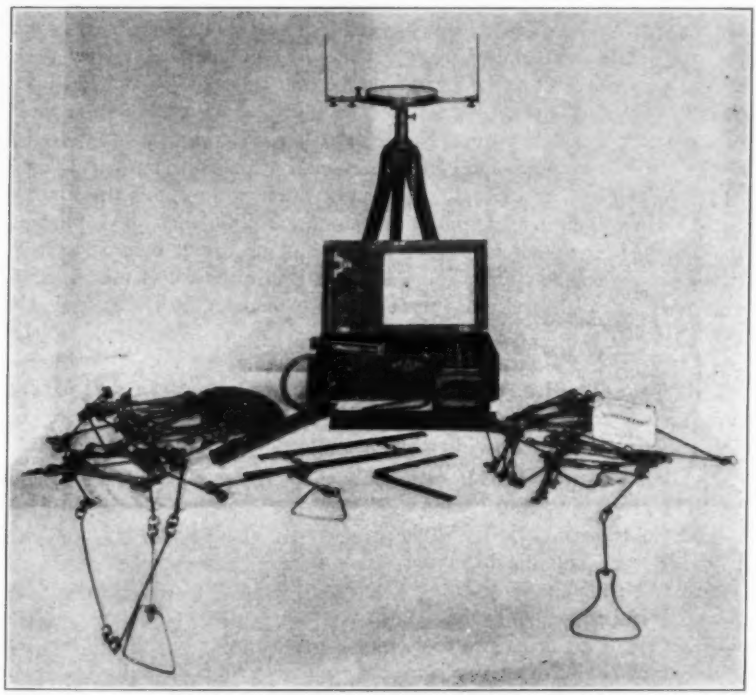
In addition the newspapers and magazines are continually issuing material which will be helpful in this connection. Such magazines as the Scholastic, Literary Digest, the National Geographic Magazine and many others have already begun to publish special articles in connection with the celebration.

In this issue of the Bulletin will be found a special bibliography prepared by the Library Extension Division of the State Education Department. Many of these books may well be purchased as permanent additions to the school library. So far as there is a supply these volumes will also be lent to schools by the Library Extension Division under its usual regulations.

In carrying out this program of reading and study much help may be found in authentic slides on the life and times of George Washington. The Visual Instruction Division of the State Education Department has arranged for the use of schools sets of slides covering the private life and public career of George Washington. Full information on these slides and the conditions on which they may be obtained by schools wishing to use them is given in this issue.

Obviously the most lasting effects upon the lives of pupils will be obtained from a well-planned program of reading, study and discussion carried on for a considerable period during the coming year. There are, however, great possible values in the preparation and presentation of

special anniversary programs which constitute the second part of the general plan. These programs give an opportunity for the presentation before the classroom, the school assembly, or before the public, as a part of the local celebration, of the best results of the various school activities which constitute the first part of the general plan.



Surveying Instruments of George Washington. Owned by the State and in the Custody of the State Education Department.

In order to assist schools so far as possible in carrying out the second part of the plan the Bulletin contains some suggested programs for Washington's Birthday based upon the reading and study which have preceded. Suggested programs for other special days will be given in later issues. In the nature of the case these programs are merely suggestive. Every teacher should plan her own program after discussing with her pupils what contributions they would like to make to the general program. It is clear that the best results will be obtained in those schools where pupil interests are consulted and pupil enthusiasm is aroused in the preparation of these programs. It is highly desirable that every child in the class should engage in the study and preparation which precede the presentation of the program. It is equally important that in some features on the program

every child should have a part. It is the hope of those who are planning the national celebration that it may reach every man, woman and child in the United States and result in a quickening of interest in our common country. The schools can not do their part unless this influence is felt by every pupil who is in attendance.

During his lifetime George Washington had more associations with the State of New York than with any other of the 13 original states, except his native state of Virginia. He spent more time in the State of New York during his years as Commander in Chief of the armies of the United States than in any other state. He traveled on several occasions through most of the east and central part of New York State. He was much interested in the transportation system of this State and in planning our great canal system which later had such an important part in making this the Empire State. He was first inaugurated in New York City, then the capital of the Nation. The relations of George Washington to our own State have never been adequately stressed because the information was not in available form. A real service has therefore been rendered by Dr A. C. Flick, State Historian, who has prepared a brief account of Washington's Relations to New York, which is now published for the first time.

It is worthy of note that some of the most personal relics of George Washington are now the property of the State of New York and repose in the State Education Building at Albany. These include:

1 His surveying instruments
2 His drawing instruments
3 Gold watch chain with two seals
4 Button from his dress coat
5 Table napkin
6 Pistol presented by Lafayette
7 One of his dress swords
8 Manuscript of original draft of the Farewell Address

Washington Relics Owned by the State

In the group are a pistol presented by Lafayette, a gold watch chain, a button from his dress coat, and a table napkin.

Washington's Relations to New York State

DR ALEXANDER C. FLICK, STATE HISTORIAN

Washington's Coat of Arms

Next to his native state, Virginia, and Pennsylvania, George Washington's relations with New York State were perhaps more intimate and more continuous and certainly more important than with any other state. This connection began in his young manhood and continued until his death. His contacts with New York were of three kinds: physical, epistolatory and association with New Yorkers outside of the State. Physical relationships included personal visits, travels, encampments and sojourns within the Commonwealth. Letters, military orders and public documents constituted another means of influencing the citizens of the Empire State and of being influenced by them. Washington's wide acquaintance with military men and civilians from the Empire State outside the State supplied another link of no little consequence.

Some of the most important events in Washington's life as Commander in Chief and as President occurred in New York State. It was here that he experienced his first great ovation as the head of the army. It was here that he received a copy of the Declaration of Independence. It was here that he gained valuable experience in the early battles of the Revolution. It was here that he suffered the agony of Arnold's perfidy and Andrés death. It was here that he instituted the first secret service which resulted in the death of Nathan Hale. It was here that he refused a kingship and replied to the famous Newburgh addresses. It was here that he proclaimed the cessation of hostilities. It was here that he planned masterful campaigns like the Sullivan-Clinton campaign and the Yorktown campaign. It was here that he received news of the signing of the Treaty of Peace. It was here that he saw the last of the British forces leave the shores of the New Republic. It was here that he bade an affectionate farewell to his officers. It was here that he helped to organize the Society of the Cincinnati and became its first head. And it was here that he was inaugurated as the first President of the United States and set the new government in motion in the first national capital.

These facts are little known to the boys and girls and to the citizens generally of New York State. The George Washington Bicentennial

Celebration in 1932 affords an unusual opportunity to gain a better knowledge of Washington's life as a whole, and especially of his relations to our own state history. It is for this reason that this brief sketch has been prepared.

I
BEFORE THE REVOLUTION

Friendship and public business prompted Washington's first visit to New York. On February 15, 1756, when 24 years old, he spent five days in New York City as a guest of his boyhood friend, Beverly Robinson, a Virginian, who had married Susanna Philipse and had taken up his residence in New York City. There is a well-founded tradition that Washington fell in love with Mary Philipse, the sister of Susanna. Apparently, however, he recovered from the attack for within two years he was engaged to the charming young widow, Martha Custis, and Mary soon married Colonel Roger Morris. Washington recorded in his account book the lavish expenditure of £2.12.0 in "treating Ladies to ye Microcosm" — an exhibition of "The World in Miniature" then showing in New York City — and because of the purchase of fine clothes and two mares he had to borrow £91.7.6 from his host to return home.

From New York Washington went to Boston with letters from Governor Dinwiddie of Virginia to consult General Shirley, whom he knew personally, about the Indian problem in the Carolinas, and concerning the question of the rank of colonial officers as compared with that of subordinate British officers — a discrimination which Washington himself felt keenly. By March 10th he was back in New York City on his way home.

Portrait of George Washington in Uniform of Virginia Colonel

From painting by C. W. Peale, Washington and Lee University, Lexington, Va.

Washington's name was not unknown in New York at that early date. Lieutenant Governor James De Lancey in 1754 reported to London that news of "Major Washington's defeat near the Ohio by the French" had been fully reported, and that the New York Assembly had been apprised of it. This seems to be the first mention of Washington in the archives of New York, but his name appears rather frequently for the next few years.

In 1757 Colonel Washington attended the conference of colonial governors in Philadelphia called by the Earl of Loudoun and there met the New York delegates. He moved to Mount Vernon in 1759 and devoted himself to agriculture, politics and military affairs.

Washington's second visit of five days to New York began on May 26, 1773, for a double purpose. First he entered his stepson, John Parke Custis, in King's College, after a satisfactory correspondence with President Myles Cooper. Next he attended the testimonial dinner given to honor his companion in arms, General Thomas Gage, with whom he was soon to be at sword's point. He called on his old friends and dined with James De Lancey and Major Bayard. He lodged at Samuel Farmer's, spent several evenings at Hull's tavern and one afternoon he "went to the play." On the way to and from New York he dined with Governor Penn and Governor Franklin and met other prominent men. He was now a man past 40, with an intercolonial reputation, and deeply interested in the acute problems of the hour.

Kitchen at Mount Vernon

Coach at Mount Vernon Used by Washington

II

THE REVOLUTION

As a delegate to the First Continental Congress in 1774 Washington met the New York representatives, with some of whom such as John Jay, James Duane, Philip Livingston and William Floyd he was to have intimate relations for many years. In the Second Continental Congresses in 1775 these acquaintances were continued and to them were added such outstanding New Yorkers as Philip Schuyler, Robert R. Livingston and George Clinton, who became life-long friends.

After the clash of arms at Golden Hill and Lexington, discerning patriots saw a long, bitter struggle ahead. One of the first war measures of Congress was to fortify the strategic colony of New York. Washington served on a committee with the New York delegates, which recommended the erection of forts at Kingsbridge and in the Highlands and the recruiting of troops in New York. He was the chairman of a committee of which Schuyler and Lewis Morris were members to report on ammunition and military stores, and was also associated with Schuyler in recommendations for raising funds and for army rules, and with George Clinton for providing lead.

When a Commander in Chief was chosen on June 15, 1775, the New York delegates had much to do with making the election of Washington unanimous. John Jay assisted in the preparation of a "Declaration" to be read by the new chief to the army; Francis Lewis helped to provide hospitals; and Philip Livingston and John Alsop served on a secret committee to supply powder, guns and cannon. No doubt it was on Washington's advice that Philip Schuyler was made major general and placed in charge of the northern army. Thus it will be observed that from the outset of the struggle Washington with rare tact and good judgment formed contacts with the key men of New York which were to prove advantageous to himself and to the American cause.

In New York City the reception of the newly chosen Commander in Chief clearly revealed the support he might expect from the patriots of that region. Later he expressed his satisfaction at their "fortitude and perseverance." General Schuyler informed the Provincial Congress then in session in New York City that Washington was on his way to Boston and asked its members to meet him. Colonel Lasher was ordered to have his battalion in readiness for an escort. The Provincial Congress sent a deputation of its members to Newark to welcome Washington and to bring him into the city on June 25, 1775, over the best crossing. He received a great popular ovation. People rushed out of the churches to greet him. With a "Pompous attendance on General Washington, General Lee and General Schuyler," the congressmen, citizens and nine companies in uniform escorted him to Hull's tavern. Mrs Richard Montgomery wrote, "The whole town was in a state of commotion." As Washington drove a sulky drawn by a pair of white horses through the city, bells were rung, drums were beaten and the people shouted. Governor Tryon — last of the British governors — arrived the same day and at first mistook the ovation as one intended for himself. Disillusioned he rushed indoors and "nearly feinted" as he saw the significant procession pass by. Washington's first visit to New York was as a lover; his second as a compliment to a fellow soldier; and his third as the leader of a people determined to be free.

After forcing the British to evacuate Boston, Washington returned to New York on April 14, 1776, to remain almost continuously for seven trying months. His first task was to create an army and put the metropolis in a state of defense — a work which he had entrusted to General Lee a month before. A copy of the Declaration of Independence was received by Washington on July 9th and read to the troops, who gave it their hearty assent. Loyalist activities and a plot against his own life were frustrated. Soon the Howes arrived with a British fleet and an army of 10,000 soldiers, increased within a month to 31,000. Then followed the battle of Long Island and Washington's masterful retreat; the battle of Harlem Heights and the British occupation of New York City, the battle of White Plains; and on November 16th the

Council of War after the Battle of Long Island

From painting by John Ward Dunsmore. Title Guarantee and Trust Company, New York City. Original painting, 1906.

fall of Fort Washington which the Commander in Chief witnessed from the Palisades in New Jersey.

During the next year and a half of 1777–78 Washington was constantly occupied with the enemy in the Middle States and in saving his army during the terrible winter at Valley Forge. Meanwhile so much confidence had he in the military ability of General Philip Schuyler and General George Clinton that he entrusted the former with the frustration of the Burgoyne campaign and the latter with the defense of the Hudson river. After leaving New York November 12, 1776, Washington did not set foot on New York soil again, apparently, until he appeared at Haverstraw on July 15, 1778. His correspondence shows, however, that during his absence he kept in close touch with both military and civil leaders, and watched the course of events with an anxious eye. The organization of the State Government of New York, the election of George Clinton as the first Governor, and the collapse of the Burgoyne campaign brought from his pen congratulations and expressions of pleasure.

Upon returning to the Hudson on July 15, 1778, Washington busied himself for five months in organizing resistance to the threatened British ascent of the Hudson and in planning the safety of the frontier settlements from the Tory-Indian raids. He refused to interfere in the New York-Vermont controversy because he thought Congress should

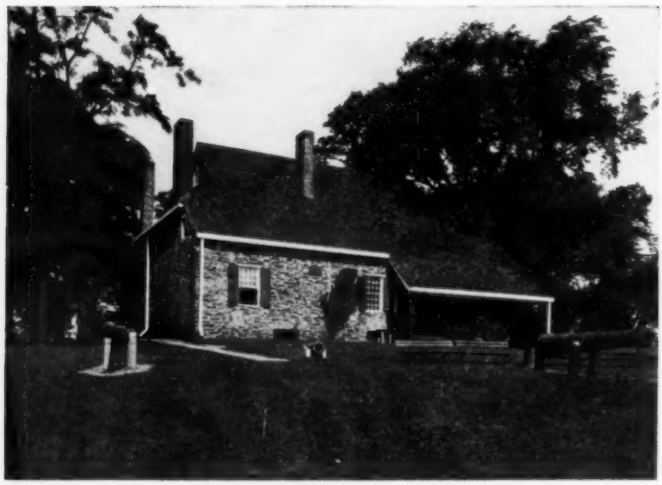
settle it. His travels during this period took him up and down the Hudson from White Plains to West Point. During the winter of 1778–79 he was in New Jersey and Pennsylvania playing the game of "watchful waiting," but by June 5, 1779, he was once more on his way to West Point to spend the greater part of six months in New York.

Meantime Washington had devoted months to the careful organization of the offensive movement known as the Sullivan-Clinton campaign of 1779, which inflicted terrible punishment on the Indian allies of the British and temporarily gave protection to the exposed frontier communities. To this victory was added the capture of Stony Point on the Hudson. Before leaving New York again on November 30, 1779, to spend the winter in New Jersey, Washington began to make plans to retake New York City — a project that was to receive his attention for more than two years. General Schuyler tried to induce Washington to visit him at Albany but the great commander was too busy for social affairs.

By July 30, 1780, Washington was once more in New York, where he remained continuously, with the exception of two sojourns in New Jersey and three visits to Rochambeau in New England, until the latter part of August 1781, when he hurried south to force the surrender of Cornwallis at Yorktown. It was during this period that Arnold's treason, which new historic sources show began as early as 1778, was discovered, and André was executed as a spy to Washington's deep sorrow. Also during this period the grand project to capture New York City with the aid of French troops and warships was worked out in great detail in conference with Rochambeau, Lafayette and others. Early in July 1781 the French army reached New York. By August all was in readiness for the attack on Sir Henry Clinton. Then Washington performed his most masterful movement. Deceiving Clinton, who was daily expecting an attack and hence refused to send reinforcements to relieve Cornwallis, Washington on August 6th gave up his plan to attack New York City and hurried the American and French armies southward to Yorktown to force the surrender of Cornwallis on October 19, 1781, thus virtually ending the War of Independence.

Five months later, on March 31, 1782, Washington took up his headquarters at Newburgh until the definitive treaty of peace was signed and the British evacuated New York City on November 25, 1783. It was there that Washington on May 22d refused a kingship which his soldiers would have gladly seen him accept, and rebuked the instigators of the suggestion.

At last he found time to accept Schuyler's repeated invitation to visit him at Albany. On June 24, 1782, he wrote Rochambeau, "I am... setting out for Albany on a visit to my posts... My stay will not exceed eight or ten days." Accompanied by Governor Clinton and "their suits," he was welcomed at Albany on his first visit with an address



Washington's Headquarters at Newburgh

from the mayor and presented with the freedom of the city in a gold box. The city fathers formed a procession from the city hall. At 6 p. m. the church bells were rung, at sunset 13 guns were discharged, and at nightfall illuminations honored "The Guardian and Savior of his country." The next day he received an address from the Reformed Protestant Dutch Church and was entertained by Schuyler.

On June 29th, accompanied by Clinton, Schuyler and "many other gentlemen of distinction," and escorted by General Gansevoort with 40 volunteers, he visited Saratoga battlefield and the scene of Burgoyne's surrender. The following day he rode to Schenectady. Five miles out 60 citizens on horseback met him and at the gate 100 Oneidas and Tuscaroras in full war paint greeted him. Bells pealed and cannon boomed as he was dined by the magistrates, military officers and citizens. After inspecting the town and fortifications, he returned to Albany. On July 1st he descended the river on a barge, reaching Newburgh the next day. This tour cost him £82.8.0.

In the spring of 1783 a threatened rebellion caused by the delay in payment of the army was averted by Washington's good sense and firmness as shown in his famous "Newburgh Address" on March 15th. This was followed on April 19th by an order for the cessation of hostilities, which was the result of a report that agreement had been reached on the treaty of peace. By May Washington and Clinton were meeting with General Guy Carleton to arrange for the evacuation of New York City. On June 8th a circular was sent to the governors advocating the disbandment of the army. Eleven days later Washington was chosen president of the Society of the Cincinnati.

For years Washington had wished to take a trip through northern and western New York, and this "irksome interval" seemed an opportune time. On July 15, 1783, Washington wrote to Schuyler at Saratoga that he was leaving to visit the northern battlefields, posts and forts—"theaters of important military transactions"—and asked him to arrange for boats up Lake George. On the same day he asked the commander of the troops at Saratoga to cooperate with Schuyler in making these arrangements and instructed Lieutenant Henry Dimler, quartermaster general, to take his horses to Albany and to check up with Schuyler on further arrangements. To the President of Congress he wrote, "I have resolved to wear away a little time in performing a tour to the northward as far as Ticonderoga and Crown Point, and perhaps as far up the Mohawk River as Fort Schuyler." He expected to "be gone about two weeks," and ordered that important papers should follow him.

Leaving Mrs Washington at Newburgh, he set out with Governor Clinton on July 18th by barge for Albany. Once more the Albanians welcomed him as he journeyed northward by horse to Saratoga, Fort Edward and Lake George. By boat he visited Fort Ticonderoga and Crown Point. On the return there is a tradition that he visited Cambridge and Bennington battlefield before going by way of Ballston to Schenectady. From the latter place he went up the Mohawk to Fort Schuyler and Wood creek and on to Oneida lake, returning through Fort Herkimer, Fort Plain and Canajoharie en route to Otsego lake, Cherry Valley and back to Albany on August 4th. The tour covered 750 miles and took 19 days.

Congress on July 28th requested his attendance "after his return from the northward." On August 6th he reported to the President of Congress that his tour as projected had been carried out with such rapidity that his horses were "much fatigued." Later he said that one of his objects was to facilitate the occupation of frontier posts after evacuation by British troops. Indeed at Fort Rensselaer he engaged Cassaty to study the situation at Detroit, and arranged to have stores sent up the Mohawk. He was also deeply impressed with the possibilities of an inland navigation system.

Presumably one of the results of this trip was that Washington became a landholder in New York. It seems probable that he inspected the tract of land in Oneida county which he jointly with Governor Clinton purchased as an investment at £1800. For this speculation he borrowed money from Clinton and made a payment on the loan on April 4, 1785. Washington in 1793 sold two-thirds of his share of the land at a net gain of £1500 and the remainder was valued at $6000 at the time of his death. As a property owner, taxpayer and qualified resident, George Washington met all the requirements for citizenship in the State of New York.

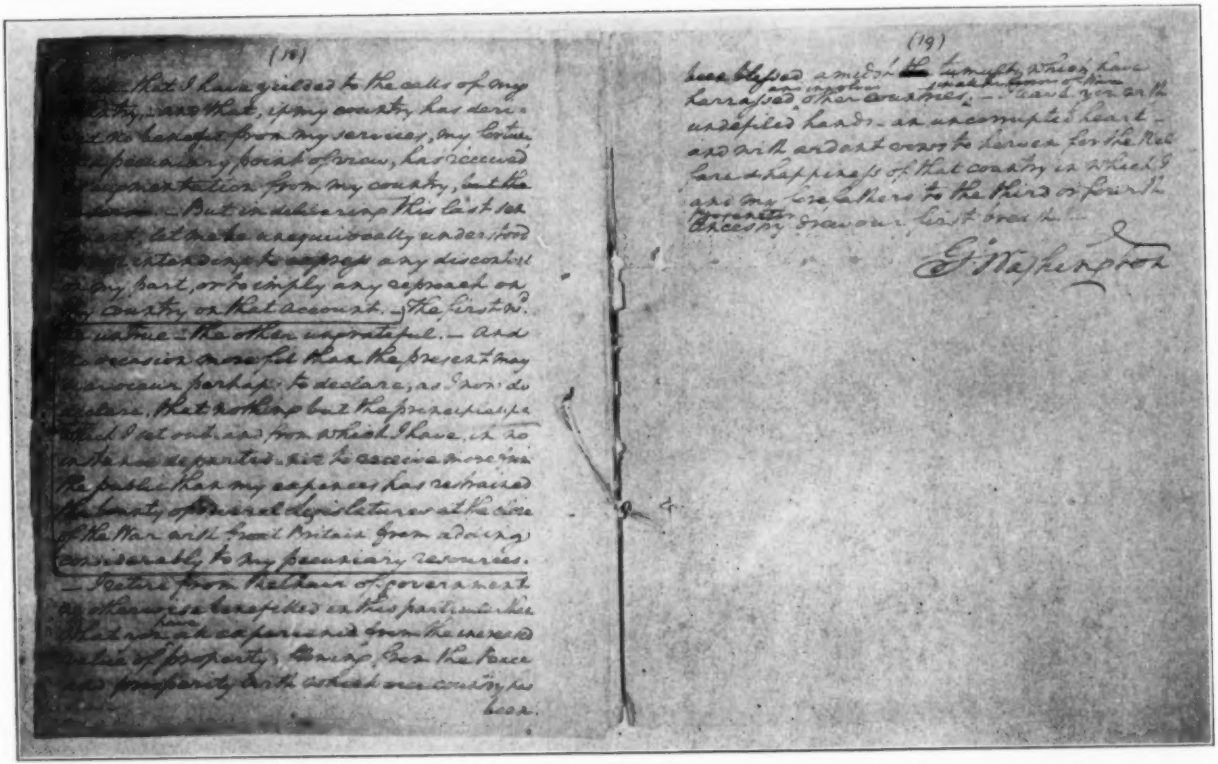
The final chapter in the drama of the Revolution was now enacted. In October 1783 Washington asked General Knox to arrange plans for the "Celebration of Peace," and on November 16th he ordered the observance to be carried out on December 1st by fireworks and illuminations. Meanwhile his Farewell Address and Orders to the armies were issued. He and Clinton reached Harlem on November 21st and by November 25th the British had left the metropolis while the Americans marched in amid wild rejoicing. Washington and Clinton were received by a committee of citizens with a formal address and conducted to their quarters at Fraunces Tavern. The American flag was run up and 13 shots were fired. Governor Clinton gave a dinner at Fraunces Tavern to the Commander in Chief and officers, at which thirteen toasts were offered. On December 4, 1783, Washington grasped the hand and kissed the cheek of each one of his officers in an affectionate farewell. They had created a new and a free nation, and had ushered in a new era in world history.

III

PRESIDENT

Once more Washington was destined to return to New York — this time as President of the United States. Although absent for six years he was not forgotten, each birthday from 1784 being appropriately observed. The people manifested their pleasure at his election as President, although the State took no official part. New York City became the first capital of the New Republic. Governor Clinton invited Washington to reside with him but he arranged for "lodgings" at 3 Cherry street, now near Brooklyn bridge. The city sent a special barge to carry Washington across the Hudson river on April 22, 1789, but he refused to accept a bodyguard. The whole city was illuminated in his honor. On April 30th Robert R. Livingston administered the oath of office to Washington at Federal Hall. He attended the Columbia College commencement exercises on May 6th and the next night attended the inaugural ball. Mrs Washington did not arrive until May 27th. He was very ill on June 18th and on August 25th his mother died. He signed the first act of Congress on June 1st but did not complete his cabinet until September 26th. It included men of such divergent views as those held by Jefferson and Hamilton. He thanked the Senate and Assembly of New York for their "affectionate congratulations" and for their offer to do everything possible to make his "residence" in the State "agreeable."

Confronted by a multitude of important problems, Washington applied his methodical mind to them and settled them with common sense and wisdom. The battles of peace were well-nigh as difficult as those of war. "I walk on untrodden ground," Washington wrote, realizing that every-



Last Pages of Original Draft of Washington's Farewell Address. Owned by the State and in the Custody of the State Education Department.

thing he did would "be drawn into precedent." To clothe the President's office with democratic dignity; to choose wise counselors; to appoint upright judges; to send able and tactful men abroad; to subdue factions; to establish the credit of the Nation; to receive foreign diplomats; to enact good laws; to solve the public land policy; to establish the just relationship between the President and Congress — these and many other problems taxed his courage, tact, patience and zeal.

It was while serving as President in New York that he issued a proclamation for a national Thanksgiving; that he appointed John Jay as Chief Justice of the Supreme Court; that he received many distinguished visitors; and that Lafayette sent him the key of the fallen Bastille. Amid all these duties he found time to dine with his official staff and with friends; to drink tea with Mrs Clinton and other ladies; to visit with comrades like Schuyler; to take an extensive tour over Long Island; to take plenty of exercise; and even to go fishing. On July 16, 1790, he signed the act locating the federal seat in the city which bears his name. During the one year and four months President Washington lived in New York he had laid the foundations for our Federal Government. On August 30, 1790, he left the State never to return. His death on December 14, 1799, produced universal grief among the citizens, who regarded him as both an adopted son and as a father. The resolutions adopted, the sermons preached, the great oration delivered by Gouverneur Morris, and the solemn funeral procession in New York City were indicative of the loss the people felt. The New York Legislature appointed January 29, 1800, as a day of mourning.

CONCLUSIONS

Before the Revolution Washington twice visited New York and had a wide acquaintance with its leading men. During the Revolutionary War and his Presidency he actually lived in New York a total of nearly six years. During that time he came to know the land and the people intimately. It is astonishing to see how much of his correspondence during the last 20 years of his life concerns New York and New Yorkers. Among his most intimate and trusted friends were men like Hamilton. In memory he associated many of the significant events of his life with the state which he himself called "the Seat of the Empire."

Washington's attachment to New York was reciprocated by its citizens. He was voted the freedom of the cities of Albany and New York. Not only has the anniversary of his birth been observed annually since 1784, but in 1832 the centenary of his birth was appropriately celebrated; in 1839 the fiftieth year of inauguration as president was publicly noticed; in 1889 the centennial of his inauguration was observed by the erection of the beautiful Triumphal Arch in New York City (completed

1895); and in 1899 the centennial of his death was memorialized. These expressions of gratitude and admiration have been supplemented by enduring paintings, statues and bronze tablets. On July 20, 1790, his portrait was ordered placed in the City Hall of the metropolis. In 1847 the corner stone was laid for Pollard's Washington monument in Hamilton square. In 1856 Brown and Ward's equestrian statue was unveiled in Union square. In 1859 a replica of Houdon's statue was presented

Washington Centennial Memorial Arch in Washington Square, New York City

to the schools of New York City. In 1883 Ward's statue at the Subtreasury Building was unveiled. In 1890 the Washington tablet in St Paul's was dedicated. In 1899 a tablet at Brooklyn bridge commemorated his first residence as president. In 1900 Rouss' bronze figures of Washington and Lafayette by Bartholdi were erected. And numerous other tablets and monuments have been placed on buildings and spots made historic by association with Washington.

The observance of the George Washington Bicentennial in 1932 should teach youth and adult alike something of permanent value as they study the life of the man who contended for a worthy cause, helped to convert the victory into enduring results for human good and thereby won the continuous gratitude of the countless millions who have benefited from his labors.

Among the outstanding characteristics of Washington were:

1 As a boy and a young man he made the most of his natural endowments and of his opportunities. He learned from man and nature and developed his powers through experience and experiments.

2 He took good care of his body and built up a constitution that would withstand all of the shocks and burdens of a frontier civilization.

3 Not only did he take advantage of every opportunity that came to him but he went out of his way to find new chances and hazards, always with a confidence that he could meet them and win.

4 He had the rare faculty of making one task fit him for a more difficult one. His services in the Virginia militia and in the Braddock campaign pointed him out as the logical Commander in Chief of the Revolutionary army. His experience in the Virginia House of Burgesses prepared him for the Continental Congress, the Constitutional Convention of 1787 and for the Presidency.

5 He not only responded to every public call for service but so completely devoted himself to it that he more than filled every expectation, and thereby gained an extraordinary reputation for both ability and reliability.

6 He cultivated a mastery of himself and of all his faculties — restrained his temper; bridled his tongue; developed tact and patience; grew in good judgment and common sense; won friends and kept them; built up a fame for fairness and honesty; tried to see the good in all men; made no show of either false modesty or arrogant superiority; and knew how to overlook contemptible ingratitude, jealousy and criticism.

7 These qualities and characteristics of mind and character made George Washington an able leader of men in war and peace; a powerful champion of the rights and liberties of man; an ideal American citizen; and a strong, good and great man.

Washington and Our Schools and Colleges

CHARLES W. ELIOT

Response to toast, April 30, 1889, New York

And what shall I say in behalf of the three hundred thousand teachers of the United States? They deserve some mention today. None of them are rich or famous; most of them are poor, retiring, and unnoticed; but it is they who are building a perennial monument to Washington. It is they who give him a million-tongued fame. They make him live again in the young hearts of successive generations, and fix his image there as the American ideal of a public servant.

It is through the schools and colleges of the country and the national literature that the heroes of any people win lasting renown; and it is through the same agencies that a nation is molded into the likeness of its heroes. This local commemoration of one great event in the life of Washington and of the United States is well; but it is as nothing compared with the incessant memorial of him which the schools and colleges of the country maintained from generation to generation. I have mentioned only the pupils and teachers now in school and college; but all the generations for a hundred years past have sounded the praise of this Virginia country gentleman, and countless generations to come will swell the loud acclaim. What a reward is Washington's! What an influence is his, and will be! One mind and will transfused by sympathetic instruction into millions; one character, a standard for millions; one life a pattern for all public men, teaching what greatness is, and what the pathway to undying fame.

Suggested Units of Instruction

EDWARD P. SMITH, ASSISTANT, EXAMINATIONS AND INSPECTIONS DIVISION

These units of instruction are suggested for use in connection with the bicentennial celebration of Washington's Birthday. In later issues of the Bulletin will be printed units suggested for the celebrations of Inauguration Day, April 30th; Flag Day, June 14th; and Constitution Day, September 17th.

Goals

1 To develop high ideals and build good character traits through the study of the traits of Washington, a great early American
2 To promote love of country through understanding the sacrifices which Washington was willing to make for it
3 To give to the pupils correct ideas of the Revolutionary period and the formation of our Government so that they may be enlightened citizens
4 To give to the pupils an understanding of early agriculture and noble family life by a study of Mount Vernon and the private life of Washington
5 To help the pupils to appreciate our political and social heritage from Washington and his period

Activities in Elementary Grades

Grade 1

1 A study of the life of Washington made understandable by the use of pictures, slides etc. The teacher will need to play a large part due to the limited reading ability of the pupils
2 A sand table project showing the buildings, gardens, lawns, tombs and the Potomac at Mount Vernon
3 Picture study — the Stuart portrait of Washington

Grade 2

1 George and Martha Washington — an exercise for four boys and four girls (Published by the Eldridge Entertainment House, Franklin, Ohio)
2 A study and dramatization of the story of George Washington and the bay colt or other favorite stories of Washington's youth

Grade 3

1 A silent reading project on why we call Washington the father of his country
2 Reading to find facts to prove that Washington might be called
   a A good husband
   b A good stepfather
   c A good farmer
   d A good soldier
   e A good President

Rear of the Washington Mansion at Mount Vernon, Showing the Outbuildings including the Family Kitchen and the Butler's Lodge at the Right, and the Office and the Gardener's Lodge at the Left

3 Reading to find out why we are having a special celebration on February 22, 1932

PROGRAM

1 An explanation of why we should celebrate February 22, 1932 in a special way — by a third grade pupil
2 An explanation of the objects on the Mount Vernon sand table — by a first grade pupil
3 George and Martha Washington — an exercise by four boys and four girls from the second grade
4 Why we call George Washington the father of his country — by a third grade pupil
5 A dramatization of the story of George Washington and the bay colt — by the second grade
6 An exercise by five members of the third grade in which they set forth facts to prove the following:
   a George Washington was a good husband
   b George Washington was a good stepfather

c George Washington was a good farmer
d George Washington was a good soldier
e George Washington was a good statesman

Activities in Intermediate Grades

Grade 4

1 A study of the boyhood of Washington through a study of stories and pictures and a dramatization of some of the more important events. The costuming and the words of the dramatization should be planned by the pupils
2 Studying and learning songs and poems about Washington and the period in which he lived

Grade 5

1 A study of Washington's career as a soldier and a dramatization of some of the important events of this period
2 Making a model of Washington's camp chest and tracing its journeys. (Picture and description in Lossing's-Pictorial Field Book of the Revolution)
3 Studying and learning songs and poems about Washington and the period in which he lived

Grade 6

1 A study of Washington's career as President and a dramatization of some important events in this period of his life
2 Studying and learning favorite songs and poems about Washington

PROGRAM

1 Why we have a special celebration on February 22, 1932 — Essay by a sixth grade pupil.
2 Dramatization of scenes from Washington's boyhood — by the fourth grade
3 Dramatization of scenes from Washington's life as a soldier — by the fifth grade
4 Dramatization of scenes from the career of Washington as a statesman and President — by the sixth grade
5 Favorite Washington poems — by representative members of each grade

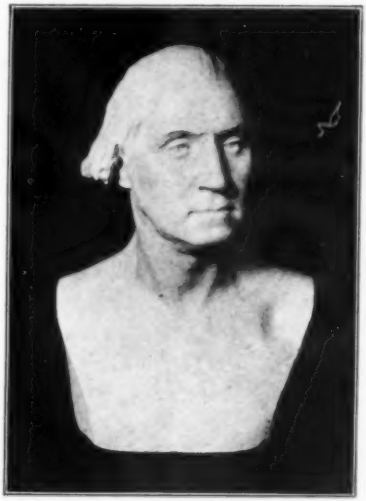
Activities in Junior High School

Grade 7

1 A Half Hour with Washington — an exercise for the whole grade in which Washington drops in to help celebrate his birthday (Published by the Eldridge Entertainment House, Franklin, Ohio)
2 Modeling a bust of Washington
3 George Washington as a traveler (Map to be prepared by geography classes)

Grade 8

1 A study of the home life of Washington, with reference to
   a Home Life of Washington by Charles Moore (Published by Houghton Mifflin Co.)
   b Mount Vernon and the Washington Family by Chester Hale Sipe (Published by the Zieger Printing Co., Butler, Pa.)
2 A day with Washington at Mount Vernon — a playlet to be composed by the pupils after careful research as to the facts
3 The physical appearance of Washington (based on a study of various pictures and descriptions)



Plaster Bust of George Washington

Copy by Clark Mills, 1853, of original life cast made by Jean Antoine Houdon at Mount Vernon in 1785. National Gallery of Art, Washington, D. C.

Grade 9

1 A study of Washington's relations to New York State (Material found in this bulletin and in other sources)
2 Writing a dramatization of a visit of George Washington to the United States in 1932, showing the things which would be new to him and showing his reaction to our changed relations with Europe, the expansion of the United States, changes in transportation, communication, manner of living, dress etc.

PROGRAM

1 A Half Hour with Washington — by the seventh grade
2 George Washington's relations to New York State — by the ninth grade
3 Washington visits the United States in 1932 — by the ninth grade
4 The travels of George Washington — by the seventh grade
5 Playlet — A Day with Washington at Mount Vernon — by the eighth grade
6 What did Washington really look like? — by the eighth grade

Activities in Senior High School

1 A study of the speeches and writings of Washington to discover what Washington considered the duties of a good citizen

2 Compiling these duties into a citizen's code and mimeographing this code for distribution

3 Research and laboratory work on the following problems: What attitude would Washington take if he were President today, on
- *a* The League of Nations
- *b* Unemployment
- *c* The agricultural situation
- *d* Disarmament

4 Debating the following proposition:

Resolved, That the advice given by Washington in his Farewell Address is now obsolete due to invention and the coming of the machine age.

PROGRAM

1 Reading of the Washington code of duties of the good citizen by a member of the civics class. Distribution of this code to all pupils present.

2 Essays on: What I Think Washington Would Do if He Were President about
- *a* The League of Nations
- *b* Unemployment
- *c* The agricultural situation
- *d* Disarmament

3 Debate

Resolved, That the advice given by Washington in his Farewell Address is now obsolete due to invention and the coming of the machine age.

Selections for Washington's Birthday

Washington (From "Under the Old Elm"). LOWELL
Washington's Farewell to His Army. ANON.
Washington on Horseback. H. A. OGDEN
Washington's Birthday. OLIVER WENDELL HOLMES
Washington's Birthday. MARGARET E. SANGSTER
Crown Our Washington. HEZEKIAH BUTTERWORTH
Washington. MARY WINGATE
From the "Commemoration Ode." HARRIET MONROE
Washington's Name in the Hall of Fame. MARGARET E. SANGSTER

Suggested Music for Washington's Birthday

America
O God, Our Help in Ages Past, tune St Ann (Croft)
(Both words and music were in common use during Washington's lifetime)
Hail Columbia, Happy Land
Faith of our Fathers

From painting by A. J. Heaton in Army War College

Baron Steuben Drilling Troops at Valley Forge

Department Has Slides on Washington

The Visual Instruction Division of the New York State Education Department offers an exceptionally rich collection of lantern slides of superior quality covering the career of Washington. In order that these slides may be used effectively in a progressive study extending through the several grades of the schools of the State, the Division has organized them into special groups for circulation during the period of the celebration.

The following sets are available for a one-week period of loan:

8C	Ancestral Home, Youth and Early Manhood	20 titles
8D	Life at Mount Vernon	33 titles
8E	Military and Civic Activities before the Revolutionary War	15 titles
8F	Washington in the Revolutionary War	37 titles
8G	Post-War Period of Public Life; Notable Monuments to Washington	32 titles

The titles of these sets indicate the general scope of the aspects of Washington's public and private career that are covered by the slides.

For a fuller statement of the conditions of loan see Handbook 31 issued by the Division. A blank for ordering any of these sets will be supplied on request to the Division.

Study 8, George Washington, a pamphlet issued by the Division, contains teaching notes and a selected bibliography. This pamphlet also will be furnished on request.

The slides are lent free of charge.

The Americanism of Washington

HENRY VAN DYKE

There is a life that is worth living now, as it was worth living in the former days, and that is the honest life, the useful life, the unselfish life, cleansed by devotion to an ideal. There is a battle that is worth fighting now, as it was worth fighting then, and that is the battle for justice and equality. To make our city and our State free in fact as well as in name; to break the rings that strangle real liberty, and to keep them broken; to cleanse, so far as in our power lies, the fountains of our national life from political, commercial, and social corruption; to teach our sons and daughters, by precept and example, the honor of serving such a country as America — that is work worthy of the finest manhood and womanhood. The well born are those who are born to do that work. The well bred are those who are bred to be proud of that work. The well educated are those who see deepest into the meaning and the necessity of that work. Nor shall their labor be for naught, nor the reward of their sacrifice fail them. For high in the firmament of human destiny are set the stars of faith in mankind, and unselfish courage, and loyalty to the ideal; and while they shine, the Americanism of Washington and the men who stood with him shall never, never die.

Bibliography for Elementary Schools

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Biography

Baldwin, James. Four great Americans. Amer. Book Co. 1897. 64¢ (4–6)

Brooks, E. S. True story of George Washington. Lothrop. 1895. $2 (4–6)

Coe, F. E. Makers of the nation; rev. ed. Amer. Book Co. 1930. 88¢

Dickson, M. S. Pioneers and patriots in early American history. Macmillan. 1915. 80¢ (4–5)

Eggleston, Edward. Stories of great Americans for little Americans. Amer. Book Co. 1904. 60¢ (2–4)

Foote, A. E. & Skinner, A. W. Explorers and founders of America, rev. ed. Amer. Book Co. 1929. 92¢ (5–6)

Foote, A. E. & Skinner, A. W. Makers and defenders of America, rev. ed. Amer. Book Co. 1929. 92¢ (4–8)

Gerwig, G. W. Washington, the young leader. Scribner. 1923. $1.25 (5–7)

Hagedorn, Hermann. Book of courage. Winston. 1929. $2.50 (6–8)

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Knipe, A. A. Everybody's Washington. Dodd. 1931. $3 (8)

Lefferts, Walter. American leaders. Lippincott. 1919. 2v. 92¢ ea. (5)

Lodge, H. C. & Roosevelt, Theodore. Hero tales from American history. Century. 1903. $2 (7–8)

Mace, W. H. Washington, a Virginia cavalier. Rand. 1916. 65¢ (Little lives of great men) (5–6)

McSpadden, J. W. Story of George Washington. Barse. 1922. 50¢ (5–7)

Morgan, James. Our presidents. Macmillan. 1926. $2 (7–8)

Nicolay, Helen. Boy's life of Washington. Century. 1931. $2.50

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Scudder, H. E. George Washington. Houghton. 1924. $2 (6–8)

Southworth, G. V. Builders of our country. Appleton. 1921–22. 2v. v.1, 88¢; v.2, 92¢ (5–6)

Tappan, E. M. American hero stories; new and enl. ed. Houghton. 1926. $2.50; school ed. 92¢ (5–6)

Historical Fiction

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Barnes, James. For king and country. Harper. 1904. $1.75 (6–8)

Boyd, James. Drums. Scribner. 1928. $2.50; Grosset. 1929. $1 (8)

Churchill, Winston. Richard Carvel. Macmillan. 1927. $2.50; Grosset. 1917. 75¢ (8)

Cooper, J. F. The spy. Putnam. 1904. $2 (Mohawk ed.); Houghton. $2 (Riverside Bookshelf) (7–8)

Dickinson, A. D. & Dickinson, Helen, *eds.* Children's book of patriotic stories. Doubleday. 1917. $1.75 (5–8)

Ford, P. L. Janice Meredith. Dodd. 1919. $2.25; Grosset. 1924. 75¢ (8)

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Lamprey, Louise. Days of the commanders. Stokes. 1923. $2.50 (6–8)

Lisle, C. C. Diamond rock. Harcourt. 1920. $1.75 (7–8)

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Mason, A. B. Tom Strong, Washington's scout. Holt. 1911. $1.75 (6–8)

Meigs, C. L. Master Simon's garden. Macmillan. 1916. $2 (7–8)

——— The trade wind. Little. 1927. $2 (6–8)

Mitchell, S. W. Hugh Wynne, free Quaker. Century. 1908. $2; school ed. $1 (7–8)

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Perkins, L. F. The American twins of the Revolution. Houghton. 1926. $1.75; school ed. 88¢ (3–6)

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Stevenson, B. E. A soldier of Virginia. Houghton. 1901. $2; Grosset 75¢ (6–8)

True, J. P. Scouting for Washington. Little. 1900. $1.75 (7–8)

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Plays

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Complete Washington anniversary programs for every grade. Noble. 1931. $1.50 (1–8)

Faxon, G. B., *comp. & ed.* Pieces and plays for Washington's birthday. Owen. 1916. 40¢ (1–8)

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Mackay, C. D. Patriotic plays and pageants for young people. Holt. 1912. $1.65 (5–8)

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In the days of George Washington

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NOTE. For additional lists and information concerning George Washington and the program for the celebration of the two hundredth anniversary of his birth, write to United States George Washington Bicentennial Commission, Washington Building, Washington, D. C.

George Washington's Prayer for the Country

ALMIGHTY GOD, *we make our earnest prayer that Thou wilt keep the United States in Thy holy protection; that Thou wilt incline the hearts of the citizens to cultivate a spirit of subordination and obedience to government; to entertain a brotherly affection and love for one another and for their fellow citizens of the United States at large. And finally that Thou wilt most graciously be pleased to dispose us all to do justice, to love mercy, and to demean ourselves with that charity, humility and pacific temper of mind, which were the characteristics of the Divine Author of our blessed religion, and without an humble imitation of Whose example in these things we can never hope to be a happy nation. Grant our supplication, we beseech Thee, through Jesus Christ our Lord.* AMEN.

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